**BLP: Procedure for Moving Self-Support Academic Programs to State Support**

**Revised Draft 1/27/15**

***Rationale****: As CSUSM first contemplated opening new academic programs via Extended Learning as fully self-support programs, many asked how such programs might be moved "stateside" once California's budget situation improved and CSUSM could again contemplate enrollment expansion. As we stand now at the cusp of such long-awaited growth, we should examine how such moves might happen. While it is possible to bring self-support programs into the state-supported budget, the benefits and costs (including potential costs to other state support programs) must be evaluated before any such moves are made. Such a proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-support programs should be moved to the state support budget. This proposed procedure is intended to establish a process by which such a budget move will be considered by the Academic Senate, once it is proposed by faculty from within a program. The appended template is derived from the P form.*

Definition: Procedure for the moving of self-support, for-credit programs to state support

Authority: The President of the University

Scope: Self-support, for-credit programs considered for movement to state support

Procedure:

1. Proposals to move self-support programs to state support hall be generated by faculty within those programs. Faculty generating proposals shall work closely with the Dean of the college in which the program is housed (or his/her designee) to fill out all required paperwork. This paperwork shall include any documentation required by the Chancellor’s Office as well as a proposal based upon CSUSM’s approved template.

2. Proposals shall be considered for approval by the Academic Senate after review by the

 a) appropriate College-level planning committee;

 b) appropriate College Dean; and

 c) BLP

**Template for Stateside Program Expansions to Self-Support**

1. **Program Identification**
	1. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
	2. Term and academic year of self-support program launch (e.g. Fall 2007).
	3. Identify the unit that will have primary responsibility for offering the state-support program, and all CSUSM programs or Departments that will provide courses as part of the self-support degree or certificate.
	4. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?
2. **Rationale:** Explain the purpose and rationale for the proposed movement of the program from self-support to state-support.

**3. Student Demand**

* 1. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to self-support offering?
	2. What is the expected number of majors in the year of initiation and three years and five years thereafter?

**4. Support Resources for Expanding Programs to a Self-Support Offering**

**Note:** The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. Anticipated impact on existing CSUSM campus resources that were funded through self support (EL). All affected departments offering courses in this program should be addressed here. How will the new self-support program be offered without negatively impacting the existing state support offerings? Give particular attention to how existing tenure-track faculty resources will be funded through existing, reallocated or new state monies.

b. Space and facilitiesthat would be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.

c. A report provided by the campus Library.[[1]](#footnote-1) What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a self-support delivery model? Indicate the commitment of the campus to provide these resources.

d. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-support delivery?[[2]](#footnote-2)

**5. Budget & Anticipated Revenues from Program Expansion**

In consultation with the appropriate Associate Dean prepare and include a draft budget and revenues spreadsheet for state support programs. [[3]](#footnote-3)

1. Contact the Library for this report. [↑](#footnote-ref-1)
2. Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here. [↑](#footnote-ref-2)
3. Contact Academic Programs for the spreadsheet. [↑](#footnote-ref-3)